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TITLE Intellectual Achievement Responsibility Scale: Child's Work Copy and Examiner's Copy for Use with Third Grade. [Stanford Research Institute Adaptation].
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ABSTRACT

This test was adapted from the Intellectual Achievement Responsibility Scale by V.C. Crandall, Walter Katkovsky, and Vaughan C. Crandall. It is a scale for assessing children's beliefs that they, rather than external forces, are responsible for their intellectual academic successes and failures. Previous data indicates that self responsibility is established by grade three and that older girls give more self-responsible answers than older boys. This scale is designed for use with third grade children. Each of the 34 items describes a positive or negative achievement experience followed by two response alternatives: one stating that the child caused the event to happen; and one that the event occurred because of an external behavioral action of someone else in the child's environment. A score is obtained by adding all positive events for which he takes credit and all negative events for which he takes blame. The total of thse two subscores gives the child's I score (intellectual achievement responsibility). (DEP)

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ED111840

TEST BOOKLET T7

FOR OFFICIAL USE ONLY:

Group Test

887
FORM

LAST NAME | FIRST | MIDDLE INITIAL

TESTER | TESTER CODE

BIRTH DATE (MONTH, DAY, YEAR) | SEX

SCHOOL NAME OR NUMBER

TEACHER | GRADE

SCHOOL DISTRICT | STATE

ED111840

INTELLECTUAL ACHIEVEMENT RESPONSIBILITY SCALE

Child's Work Copy

FOR USE WITH THIRD GRADE

TM004 807

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SRI

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Adapted from the Intellectual Achievement Questionnaire, by Virginia C. Crandall, Walter Katkovsky, and Vaughan J. Crandall.

S-5

SRI Adaptation of the
INTELLECTUAL ACHIEVEMENT RESPONSIBILITY SCALE

(33) 1. If a teacher passes you to the next grade, it is because

[A] she liked you.

[B] you did good work.

(34) 2. When you do well on a school test, it is because

[A] you work hard.

[B] the test is very easy.

(35) 3. When your school work is very hard to understand, it is because

[A] the teacher isn't giving you enough help.

[B] you aren't listening to what she says.

(36) 4. When you can't remember much of a story you read, it is because

[A] the story isn't any good.

[B] the story isn't about something you like.

(37) 5. If your mother says you are doing well in school, it is because

[A] your school work is good.

[B] your mother is feeling well.

(38) 6. If you do better than usual in something at school, it is because

[A] you work harder.

[B] someone helps you.

(39) 7. When you lose at a game of cards and checkers, it is because

[A] the other player is good at the game.

[B] you don't play well.

(40) 8. Suppose a person doesn't think you do good work.

[A] You can make him change his mind if you try to.

[B] Some people will think you don't do good work no matter what you do.

(41) 9. If you finish a puzzle real fast, it is because

[A] the puzzle isn't very hard.

[B] you work carefully on the puzzle.

(42) 10. If someone tells you that you are dumb, it is because

[A] he is mad at you.

[B] what you did really wasn't very bright.

(43) 11. If you wanted to become a teacher, scientist, or doctor and didn't make it, it would be because

[A] you didn't work hard enough.

[B] other people should have helped you more.

(44) 12. If something is easy to learn at school, it is because

[A] you pay attention.

[B] the teacher gives you lots of help.

(45) 13. If a teacher says to you, "Your work is fine," it is because

[A] teachers usually say that to encourage pupils.

[B] you did a good job.

(46) 14. When arithmetic or number problems are hard to work at school, it is because

[A] you don't do enough work on the problems.

[B] the problems are too hard.

(47) 15. If you forget something the teacher says in class, it is because

[A] the teacher doesn't say it very well.

[B] you don't try very hard to remember.

(48) 16. If you weren't sure about the answer to a question that your teacher asked you, but your answer turned out to be right, it would happen because

[A] the teacher wasn't as particular as usual.

[B] you gave the best answer you could think of.

(49) 17. If you remember most of a story you read, it is because

[A] the story is about something you like.

[B] the story is good.

(50) 18. If your mother says you're acting silly,

[A] it is because of something you did.

[B] it is because she is not feeling good.

(51) 19. When you do not do well on a school test, it is because

[A] the test is very hard.

[B] you don't do your work.

(52) 20. When you win at a game of cards or checkers, it is because

[A] you play real well.

[B] the other person doesn't play well.

(53) 21. If people think you do good work, it is because

[A] they like you.

[B] you do things well.

(54) 22. If the teacher didn't pass you to the next grade, it would happen because

[A] she had it in for you.

[B] your school work wasn't good enough.

(55) 23. If you don't do as well as usual in something at school, it would happen because

[A] you don't do your work.

[B] someone bothers you.

(56) 24. If a boy or girl says that you do good work, it is because

[A] you do things well.

[B] they like you.

(57) 25. If you became a famous teacher, scientist or doctor, it would happen because

[A] other people helped you when you needed it.

[B] you worked very hard.

(58) 26. If your mother says you're not doing well in your school work, it is because

[A] your school work isn't good.

[B] your mother isn't feeling well.

(59) 27. If you are showing a friend how to play a game and he has trouble with it, that would happen because

[A] he wasn't able to understand how to play.

[B] you couldn't explain it well.

(60) 28. When arithmetic or number problems are easy to work at school, it is because

[A] the problems are easy.

[B] you work hard on the problems.

(61) 29. When you remember something the teacher says in class, it is because

[A] you try hard to remember.

[B] the teacher says it well.

(62) 30. If you can't work a puzzle, it is because

[A] you are not good at working puzzles.

[B] the instructions weren't written clearly enough.

(63) 31. If your mother tells you that you are bright and clever,

[A] it is because she is feeling good.

[B] it is because of something you did.

(64) 32. If you are explaining how to play a game to a friend and he learns quickly, it would happen because

[A] you explained it well.

[B] he was able to understand it.

(65) 33. If you're not sure about the answer to a question your teacher asks you and the answer you give turns out to be wrong, it would happen because

[A] the teacher was more particular than usual.

[B] you answered too quickly.

(66) 34. If a teacher says to you, "Try to do better," it is because

[A] she wants you to try harder.

[B] your work isn't as good as usual.

This Booklet was prepared by Stanford Research Institute, Menlo Park, California
for use under Office of Education Contract No. OEC-0-8-522480-4633(100).

INTELLECTUAL ACHIEVEMENT
RESPONSIBILITY SCALE

BOOKLET T7

Group Test

THIS BOOKLET BELONGS TO:

_____

EXAMINER'S COPY

10

Adapted from the Intellectual Achievement Questionnaire, by Virginia C. Crandall, Walter Katkovsky, and Vaughan J. Crandall.

SRI Adaptation of the
INTELLECTUAL ACHIEVEMENT RESPONSIBILITY SCALE

INSTRUCTIONS AND PROCEDURE

MATERIALS: IAR Booklet and scoring pencil for each child

PROCEDURE: Each item should be said twice

BEGIN TEST: Introduce the test by saying:

- YOU SHOULD EACH HAVE A BOOKLET.
- THIS BOOKLET HAS SENTENCES WHICH TELL ABOUT LOTS OF THINGS THAT HAPPEN TO MANY OF YOU EVERY DAY NOW, OPEN YOUR BOOKLET, BUT DO NOT MARK ANYTHING UNTIL I TELL YOU. I WILL READ THE FIRST PART OF THE SENTENCE. THEN I WILL READ TWO DIFFERENT ENDINGS FOR THE SENTENCE. IN YOUR BOOKLET THESE ENDINGS ARE MARKED "A" AND "B". (Demonstrate) CHOOSE THE *ONE* ENDING THAT TELLS HOW YOU USUALLY THINK OR FEEL. PUT AN X ON THE LETTER "A" IF THAT ENDING FITS YOU BEST. PUT AN X ON THE LETTER "B" IF THAT ENDING FITS YOU BEST. THERE ARE NO RIGHT OR WRONG ANSWERS; JUST ANSWER EACH QUESTION THE WAY YOU *REALLY* FEEL.
- I WILL READ THE FIRST PART OF THE SENTENCE AND EACH OF THE ENDINGS TWO TIMES. LISTEN CAREFULLY AND PUT AN X ON "A" OR "B" TO SHOW HOW YOU USUALLY FEEL. DO NOT MARK ANYTHING UNTIL I TELL YOU.
- THE FIRST SENTENCE IS "IF A TEACHER PASSES YOU TO THE NEXT GRADE, IT IS BECAUSE
  - [A] SHE LIKED YOU."
  - [B] YOU DID GOOD WORK."
- I'LL READ IT ONCE MORE. "IF A TEACHER PASSES YOU TO THE NEXT GRADE, IT IS BECAUSE
  - [A] SHE LIKED YOU."
  - [B] YOU DID GOOD WORK."
- NOW, PLEASE PUT AN X ON "A" OR "B"
- EVERYONE WILL DO HIS OWN WORK. PLEASE DO NOT TALK.

- NOW LOOK AT NUMBER 2. THE SENTENCE IS, "WHEN YOU DO WELL ON A SCHOOL TEST, IT IS BECAUSE

  [A] YOU WORK HARD."

  [B] THE TEST IS VERY EASY."

- I'LL READ IT ONCE MORE. "WHEN YOU DO WELL ON A SCHOOL TEST, IT IS BECAUSE

  [A] YOU WORK HARD."

  [B] THE TEST IS VERY EASY."

- NOW, *PLEASE PUT AN X ON "A" OR "B"*

  Continue with the test and remember to say each item twice

- NUMBER 3. THE SENTENCE IS, "WHEN YOUR SCHOOL WORK IS VERY HARD TO UNDERSTAND, IT IS BECAUSE

  [A] THE TEACHER ISN'T GIVING YOU ENOUGH HELP."

  [B] YOU AREN'T LISTENING TO WHAT SHE SAYS."

  Repeat the item. Throughout the test check to be certain that the children are marking either an "A" or "B". If at anytime they are not marking correctly, repeat the instruction.

- PLACE AN X ON "A" OR "B"

  Pause

- NUMBER 4. THE SENTENCE IS, "WHEN YOU CAN'T REMEMBER MUCH OF A STORY YOU READ, IT IS BECAUSE

  [A] THE STORY ISN'T ANY GOOD."

  [B] THE STORY ISN'T ABOUT SOMETHING YOU LIKE."

  Repeat the item.

  Pause

- NUMBER 5. THE SENTENCE IS, "IF YOUR MOTHER SAYS YOU ARE DOING WELL IN SCHOOL, IT IS BECAUSE

  [A] YOUR SCHOOL WORK IS GOOD."

  [B] YOUR MOTHER IS FEELING WELL."

  Repeat the item.

  Pause

- NUMBER 6. THE SENTENCE IS, "IF YOU DO BETTER THAN USUAL IN SOMETHING AT SCHOOL, IT IS BECAUSE

  [A] YOU WORK HARDER."

  [B] SOMEONE HELPS YOU."

  Repeat the item.

  Pause

- NUMBER 7. THE SENTENCE IS, "WHEN YOU LOSE AT A GAME OF CARDS OR CHECKERS, IT IS BECAUSE

  [A] THE OTHER PLAYER IS GOOD AT THE GAME."

  [B] YOU DON'T PLAY WELL."

  Repeat the item.

  Pause

- NUMBER 8. THE SENTENCE IS, "SUPPOSE A PERSON DOESN'T THINK YOU DO GOOD WORK.

  [A] YOU CAN MAKE HIM CHANGE HIS MIND IF YOU TRY TO."

  [B] SOME PEOPLE WILL THINK YOU DON'T DO GOOD WORK NO MATTER WHAT YOU DO."

  Repeat the item.

  Pause

- NUMBER 9. THE SENTENCE IS, "IF YOU FINISH A PUZZLE REAL FAST, IT IS BECAUSE

  [A] THE PUZZLE ISN'T VERY HARD."

  [B] YOU WORK CAREFULLY ON THE PUZZLE."

  Repeat the item.

  Pause

- NUMBER 10. THE SENTENCE IS, "IF SOMEONE TELLS YOU THAT YOU ARE DUMB, IT IS BECAUSE

  [A] HE IS MAD AT YOU."

  [B] WHAT YOU DID REALLY WASN'T VERY BRIGHT."

  Repeat the item.

  Pause

- NUMBER 11. THE SENTENCE IS, "IF YOU WANTED TO BECOME A TEACHER, SCIENTIST, OR DOCTOR AND DIDN'T MAKE IT, IT WOULD BE BECAUSE

  [A] YOU DIDN'T WORK HARD ENOUGH."

  [B] OTHER PEOPLE SHOULD HAVE HELPED YOU MORE."

  Repeat the item.

  Pause

- NUMBER 12. THE SENTENCE IS, "IF SOMETHING IS EASY TO LEARN AT SCHOOL, IT IS BECAUSE

  [A] YOU PAY ATTENTION."

  [B] THE TEACHER GIVES YOU LOTS OF HELP."

  Repeat the item.

  Pause

- NUMBER 13. THE SENTENCE IS, "IF A TEACHER SAYS TO YOU, 'YOUR WORK IS FINE', IT IS BECAUSE

  [A] TEACHERS USUALLY SAY THAT TO ENCOURAGE PUPILS."

  [B] YOU DID A GOOD JOB."

  Repeat the item

  Pause

- TURN THE PAGE

- NUMBER 14. THE SENTENCE IS, "WHEN ARITHMETIC OR NUMBER PROBLEMS ARE HARD TO WORK AT SCHOOL, IT IS BECAUSE

  [A] YOU DON'T DO ENOUGH WORK ON THE PROBLEMS."

  [B] THE PROBLEMS ARE TOO HARD."

  Repeat the item

  Pause

- NUMBER 15. THE SENTENCE IS, "IF YOU FORGET SOMETHING THE TEACHER SAYS IN CLASS, IT IS BECAUSE

  [A] THE TEACHER DOESN'T SAY IT VERY WELL."

  [B] YOU DON'T TRY VERY HARD TO REMEMBER."

  Repeat the item

  Pause

- NUMBER 16. THE SENTENCE IS, "IF YOU WEREN'T SURE ABOUT THE ANSWER TO A QUESTION THAT YOUR TEACHER ASKED YOU, BUT YOUR ANSWER TURNED OUT TO BE RIGHT, IT WOULD HAPPEN BECAUSE

  [A] THE TEACHER WASN'T AS PARTICULAR AS USUAL."

  [B] YOU GAVE THE BEST ANSWER YOU COULD THINK OF."

  Repeat the item

  Pause

- NUMBER 17. THE SENTENCE IS, "IF YOU REMEMBER MOST OF A STORY YOU READ, IT IS BECAUSE

  [A] THE STORY IS ABOUT SOMETHING YOU LIKE."

  [B] THE STORY IS GOOD."

  Repeat the item

  Pause

- NUMBER 18. THE SENTENCE IS, "IF YOUR MOTHER SAYS YOU'RE ACTING SILLY,

  [A] IT IS BECAUSE OF SOMETHING YOU DID."

  [B] IT IS BECAUSE SHE IS NOT FEELING GOOD."

  Repeat the item

  Pause

- NUMBER 19. THE SENTENCE IS, "WHEN YOU DO NOT DO WELL ON A SCHOOL TEST, IT IS BECAUSE

  [A] THE TEST IS VERY HARD."

  [B] YOU DON'T DO YOUR WORK."

  Repeat the item

  Pause

- NUMBER 20. THE SENTENCE IS, "WHEN YOU WIN AT A GAME OF CARDS OR CHECKERS, IT IS BECAUSE

  [A] YOU PLAY REAL WELL."

  [B] THE OTHER PERSON DOESN'T PLAY WELL."

  Repeat the item

  Pause

- NUMBER 21. THE SENTENCE IS, "IF PEOPLE THINK YOU DO GOOD WORK, IT IS BECAUSE

  [A] THEY LIKE YOU."

  [B] YOU DO THINGS WELL."

  Repeat the item

  Pause

- NUMBER 22. THE SENTENCE IS, "IF THE TEACHER DIDN'T PASS YOU TO THE NEXT GRADE, IT WOULD HAPPEN BECAUSE

  [A] SHE HAD IT IN FOR YOU."

  [B] YOUR SCHOOL WORK WASN'T GOOD ENOUGH."

  Repeat the item

  Pause

- NUMBER 23. THE SENTENCE IS, "IF YOU DON'T DO AS WELL AS USUAL IN SOMETHING AT SCHOOL, IT WOULD HAPPEN BECAUSE

  [A] YOU DON'T DO YOUR WORK."

  [B] SOMEONE BOTHERS YOU."

  Repeat the item

  Pause

- NUMBER 24. THE SENTENCE IS, "IF A BOY OR GIRL SAYS THAT YOU DO GOOD WORK, IT IS BECAUSE

  [A] YOU DO THINGS WELL."

  [B] THEY LIKE YOU."

  Repeat the item

  Pause

- NUMBER 25. THE SENTENCE IS, "IF YOU BECAME A FAMOUS TEACHER, SCIENTIST OR DOCTOR, IT WOULD HAPPEN BECAUSE

  [A] OTHER PEOPLE HELPED YOU WHEN YOU NEEDED IT."

  [B] YOU WORKED VERY HARD."

  Repeat the item

  Pause

- NUMBER 26. THE SENTENCE IS, "IF YOUR MOTHER SAYS YOU'RE NOT DOING WELL IN YOUR SCHOOL WORK, IT IS BECAUSE

  [A] YOUR SCHOOL WORK ISN'T GOOD."

  [B] YOUR MOTHER ISN'T FEELING WELL."

  Repeat the item

  Pause

- TURN THE PAGE.

- NUMBER 27. THE SENTENCE IS, "IF YOU ARE SHOWING A FRIEND HOW TO PLAY A GAME AND HE HAS TROUBLE WITH IT, THAT WOULD HAPPEN BECAUSE

  [A] HE WASN'T ABLE TO UNDERSTAND HOW TO PLAY."

  [B] YOU COULDN'T EXPLAIN IT WELL."

  Repeat the item

  Pause

- NUMBER 28. THE SENTENCE IS, "WHEN ARITHMETIC OR NUMBER PROBLEMS ARE EASY TO WORK AT SCHOOL, IT IS BECAUSE

  [A] THE PROBLEMS ARE EASY."

  [B] YOU WORK HARD ON THE PROBLEMS."

  Repeat the item

  Pause

- NUMBER 29. THE SENTENCE IS, "WHEN YOU REMEMBER SOMETHING THE TEACHER SAYS IN CLASS, IT IS BECAUSE

  [A] YOU TRY HARD TO REMEMBER."

  [B] THE TEACHER SAYS IT WELL."

  Repeat the item

  Pause

- NUMBER 30. THE SENTENCE IS, "IF YOU CAN'T WORK A PUZZLE, IT IS BECAUSE

  [A] YOU ARE NOT GOOD AT WORKING PUZZLES."

  [B] THE INSTRUCTIONS WEREN'T WRITTEN CLEARLY ENOUGH."

  Repeat the item

  Pause

- NUMBER 31. THE SENTENCE IS, "IF YOUR MOTHER TELLS YOU THAT YOU ARE BRIGHT AND CLEVER,

  [A] IT IS BECAUSE SHE IS FEELING GOOD."

  [B] IT IS BECAUSE OF SOMETHING YOU DID."

  Repeat the item

  Pause

- NUMBER 32. THE SENTENCE IS, "IF YOU ARE EXPLAINING HOW TO PLAY A GAME TO A FRIEND AND HE LEARNS QUICKLY, IT WOULD HAPPEN BECAUSE

  [A] YOU EXPLAINED IT WELL."

  [B] HE WAS ABLE TO UNDERSTAND IT."

  Repeat the item

  Pause

- NUMBER 33. THE SENTENCE IS, "IF YOU'RE NOT SURE ABOUT THE ANSWER TO A QUESTION YOUR TEACHER ASKS YOU AND THE ANSWER YOU GIVE TURNS OUT TO BE WRONG, IT WOULD HAPPEN BECAUSE

  [A] THE TEACHER WAS MORE PARTICULAR THAN USUAL.'

  [B] YOU ANSWERED TOO QUICKLY."

  Repeat the item

  Pause

- NUMBER 34. THE SENTENCE IS, "IF A TEACHER SAYS TO YOU, 'TRY TO DO BETTER,' IT IS BECAUSE

  [A] SHE WANTS YOU TO TRY HARDER."

  [B] YOUR WORK ISN'T AS GOOD AS USUAL."

- CLOSE YOUR BOOK.

2-AG-GAH

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